

Germany: United Again



Grade Level: Grades 9–12
Content Areas: World History, Global Studies
Time to Complete: Five hours
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School: Paul M. Dorman High School
Spartanburg, South Carolina

1. South Carolina Curriculum Standards Addressed (T = Targeted, I = Introduced, R = Reinforced/Reviewed)

I. Time, Continuity, and Change: History

- 10.2 The learner will demonstrate an understanding of the major developments in the history of the world during the modern era (ca. 1500 to the present). (T)
10.2.22 explain the adjustment and the challenges in the post–Cold War era (T)

III. People, Places, and Environments: Geography

- 10.7 The learner will demonstrate an understanding of the role of human systems on earth. (I)
10.7.13 examine how people’s lives are affected by the social, political, and economic identities on Earth (I)

2. Lesson/Unit Description

In this unit, students will focus on the social, political, and economic conditions in Germany during the post–Cold War era. Students will participate in whole-group discussions, small-group discussions, and cooperative and individual inquiry. Each small group will utilize organizational and research skills to create displays and presentations of a modern, multifaceted, and reunited Germany.

3. Focus Questions for Students

- What major events of the twentieth century led to the Germany of today?
- What role might Germany play as a leader in the twenty-first century?
- How has the German government responded to the needs of its people?
- What is the basic organization of the German government?
- What have been the economic challenges of reunification?
- What are some of the problems with regard to the integration of East Germany into a whole Germany?

4. Culminating Assessment

The students will utilize a variety of resources including maps, books, magazines, videos, and the Internet to acquire information. Students will work cooperatively in small groups to compile an oral classroom presentation, with an accompanying display on the theme “Germany: Whole Again.” Grades will be based on student presentations and the accompanying displays.

5. Materials/Equipment/Resources

Included in this lesson:

- “Key Events in Post–World War II Germany” (attachment 1)
- map of divided Germany (attachment 2)
- map of unified Germany (attachment 3)
- “Oral Presentation and Display Checklist” (attachment 4)
- “Group Member Evaluation Forms” (attachment 5)
- “Class Evaluation of Presentation Forms” (attachment 6)
- “Oral Presentation Evaluation Form,” teacher rubric for final assessment (attachment 7)
- list of resource materials (attachment 8)

Also needed to conduct this lesson:

- craft materials

6. Teacher Preparation

- A. Obtain the resource materials listed in attachment 8. Coordinate different areas for different resources so that the groups will not have to be in the same parts of the room at the same time.
- B. Become familiar with the Germany of today.
- C. Secure the text or a recording of Winston Churchill’s “Iron Curtain” speech (available on-line at <<http://www.nationalcenter.org/ChurchillIronCurtain.html>>).
- D. Make transparencies and/or duplicate copies of the handouts and evaluation sheets.
- E. Establish guidelines and procedures for cooperative groups.

7. Procedures

Teacher Activities	Student Activities	Assessments
<p>Read to the class or play a recording of Winston Churchill's "Iron Curtain" speech and then discuss with the class what people of that time may have thought about what Churchill says.</p> <p>Brainstorm with the class about the conditions facing the German people following World War II.</p>	<p>Listen to the speech. Try to imagine what it might have been like to actually hear that speech at that time.</p> <p>Participate in the class discussion. Draw conclusions about conditions in Germany after World War II on the basis of your earlier studies of the actual war and share these with other members of the class.</p>	<p>Class discussion</p> <p>Teacher observation of class discussion</p>
<p>Have the students read in their textbooks about Germany after World War II and then review major events that had an impact on Germany and its people.</p> <p>Review different examples of time lines with student input.</p>	<p>Listen and make notes on items to be researched further.</p> <p>Participate in making suggestions about different styles of time lines.</p>	<p>Teacher observation of student participation</p> <p>Teacher observation of class discussion</p>
<p>Divide students into groups of four. Distribute the "Oral Presentation and Display Checklist" handout (attachment 4) and explain that the class will be completing a group investigation of Germany since reunification in 1990. Each group will then prepare an oral presentation with an accompanying display.</p>	<p>Work with your group members to decide how the research will be allocated and how you will create a design for your display.</p>	<p>Teacher observation of small-group work</p>

Teacher Activities	Student Activities	Assessments
Hand out copies of the three rubrics and explain them to the class: “Group Member Evaluation Form” (attachment 5), “Class Evaluation of Presentation Form” (attachment 6), and “Oral Presentation Evaluation Form” (attachment 7).		
<p>Review presentation requirements.</p> <p>Have the each group make its presentation.</p>	<p>Make your oral presentation with your group.</p> <p>Complete the “Group Member Evaluation Form” for members of your own group.</p> <p>Complete the “Class Evaluation of Presentation Form” when the other groups give their presentations.</p>	<p>Group member evaluation</p> <p>Class evaluation of oral presentation</p> <p>Teacher scoring of oral presentation</p>

8. Differentiation of Instruction

This lesson is designed to accommodate gifted students by enabling them to do more thorough research, which can lead to more varied activities: “what if . . . ?” conclusions, creative writing opportunities, the creation of historical profiles, comparisons/contrasts with other countries in neighboring areas during the same time period, or debates on the validity of actual decisions. These students can also act as group leaders or as peer tutors for special needs students.

Special needs students are able to benefit from the assistance of their peers and adult volunteers and from individualized instruction. Extra time may be given to these students to complete the assignment. Special needs students can also be allowed to do supplemental work such as creating a piece of art, a poem, a song, or a story.

Attachment 1

Key Events in Post–World War II Germany

May 8, 1945	Germany surrendered unconditionally to the Allies.
June 24, 1948	The Soviet Union established a blockade of West Berlin.
August 1, 1948	France, Great Britain, and the United States began the Berlin airlift.
May 23, 1949	The Constitution of the Federal Republic of Germany was put into force.
October 7, 1949	East Germany was recognized as the German Democratic Republic (GDR).
August 13, 1961	The GDR began building the Berlin Wall.
June 26, 1963	The president of the United States, John F. Kennedy, delivered a speech to a crowd at the Berlin Wall.
October 21, 1969	Willie Brandt, chancellor of the Federal Republic of Germany, proclaimed the <i>neue Ostpolitik</i> (“new East politics”).
November 9, 1989	The Berlin Wall was opened by the East Germans.
October 3, 1990	East and West Germany was reunified as the Federal Republic of Germany.

Attachment 2
Germany Divided



Attachment 3
Unified Germany



Attachment 4

Oral Presentation and Display Checklist

Name: _____

Title: _____

Date: _____

Group: _____

1. Topics to investigate:

- ☐ Cold War problems
- ☐ steps leading to German reunification
- ☐ the government and its people:
 - ☐ political system
 - ☐ finances and taxes
 - ☐ economic union
 - ☐ health care/social services
 - ☐ education
 - ☐ immigration/emigration
 - ☐ Holocaust reparations

2. Questions to ponder:

- ☐ Are the people of the former East and West Germany truly equal now?
- ☐ Are states' rights important?

3. Prediction: What do you see as the role of Germany in the future of Europe and the World?

4. Group responsibilities:

- ☐ to cooperate with all group members
- ☐ to listen to others with tolerance and respect
- ☐ to contribute one's fair share of work

5. Visual display:

- ☐ has an appropriate title
- ☐ is multifaceted
- ☐ uses color/graphics
- ☐ meets minimum size (40" x 36")
- ☐ has correct language mechanics
- ☐ is neat and organized
- ☐ has an impact/makes a statement

Attachment 5

Group Member Evaluation Forms

<p style="text-align: center;">Group Member Evaluation Form</p> <p>Name: _____ Date: _____</p> <p>Title: _____</p> <p>Total points: _____</p> <table style="width: 100%; margin-top: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">Exceptional</th> <th style="text-align: center;">Average</th> <th style="text-align: center;">Poor</th> </tr> </thead> <tbody> <tr> <td>• Cooperates with group</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>• Completes responsibilities</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>• Uses time wisely</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>• Communicates clearly</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>• Is informative</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </tbody> </table> <p>Comments: _____</p>		Exceptional	Average	Poor	• Cooperates with group	3	2	1	• Completes responsibilities	3	2	1	• Uses time wisely	3	2	1	• Communicates clearly	3	2	1	• Is informative	3	2	1	<p style="text-align: center;">Group Member Evaluation Form</p> <p>Name: _____ Date: _____</p> <p>Title: _____</p> <p>Total points: _____</p> <table style="width: 100%; margin-top: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">Exceptional</th> <th style="text-align: center;">Average</th> <th style="text-align: center;">Poor</th> </tr> </thead> <tbody> <tr> <td>• Cooperates with group</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>• Completes responsibilities</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>• Uses time wisely</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>• Communicates clearly</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>• Is informative</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </tbody> </table> <p>Comments: _____</p>		Exceptional	Average	Poor	• Cooperates with group	3	2	1	• Completes responsibilities	3	2	1	• Uses time wisely	3	2	1	• Communicates clearly	3	2	1	• Is informative	3	2	1
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Attachment 6

Class Evaluation of Presentation Forms

Class Evaluation of Presentation Form	Class Evaluation of Presentation Form
Group #: _____ Date: _____	Group #: _____ Date: _____
Total group points: _____	Total group points: _____
Names: _____	Names: _____
_____	_____
_____	_____
_____	_____
Title: _____	Title: _____
RATING SCALE Exceptional Average Poor NA	RATING SCALE Exceptional Average Poor NA
• Group was prepared. 3 2 1 0	• Group was prepared. 3 2 1 0
• Presentation was organized and easy to understand. 3 2 1 0	• Presentation was organized and easy to understand. 3 2 1 0
• Presenter(s) spoke clearly and distinctly. 3 2 1 0	• Presenter(s) spoke clearly and distinctly. 3 2 1 0
• Presenter(s) made eye contact with audience. 3 2 1 0	• Presenter(s) made eye contact with audience. 3 2 1 0
• Presenter(s) tied everything together. 3 2 1 0	• Presenter(s) tied everything together. 3 2 1 0
• Visual display was attractive. 3 2 1 0	• Visual display was attractive. 3 2 1 0
Comments/suggestions:	Comments/suggestions:

Attachment 7
Oral Presentation Evaluation Form

Name: _____ Date: _____

Title: _____

Total grade: _____
 (Teacher total points + ½ class evaluation points + ½ group evaluation points = total grade)

Subject	Exceptional	Above Average	Average	Below Average	NA
1. Content is appropriate.	8	6	4	2	0
2. Content is logical and in sequential order.	8	6	4	2	0
3. Student speaks clearly and distinctly.	8	6	4	2	0
4. Student maintains poise and posture.	8	6	4	2	0
5. Student makes eye contact.	8	6	4	2	0
6. Student responds to questions.	8	6	4	2	0
7. Presentation was given within allotted time.	8	6	4	2	0
8. Student's approach is creative.	8	6	4	2	0
9. Student uses visual(s).	8	6	4	2	0
10. Audience response is positive.	8	6	4	2	0

Comments:

Attachment 8
Resource Materials

BOOKS

- Ayer, Eleanor H. *Germany*. Detroit, MI: Gale Group, 1998.
- Borneman, John. *After the Wall: East Meets West in the New Berlin*. New York: Basic Books, 1991.
- Clements, John. *Clements' Encyclopedia of World Governments*. Vol. 12. Dallas, TX: Political Research, 1996–97.
- Cottrell, Phillip L., ed. *Events: A Chronicle of the 20th Century*. New York: Oxford University Press, 1992.
- Daniel, Clifton, ed. *Chronicle of the 20th Century*. New York: Dorling Kindersley, 1995.
- Derbyshire, J. Denis, and Ian Derbyshire. *Political Systems of the World*. 2d ed. New York: St. Martin's Press, 1996.
- Ember, Melvin, and Carol R. Ember, eds. *Countries and Their Cultures*. 4 vols. New York: Macmillan Reference USA, 2001.
- Gaddis, John Lewis. *The United States and the End of the Cold War: Implications, Reconsiderations, Provocations*. New York: Oxford University Press, 1992.
- Kappler, Arno, ed. *Facts about Germany*. Translated by Jeremy Gaines. Frankfurt am Main: Societätsverlag, 2000.
- Pious, Richard M. *Governments of the World: A Student Companion*. New York: Oxford University Press, 1998.
- Rajewski, Brian, ed. *Countries of the World and Their Leaders Yearbook 2000*. Detroit, MI: Gale Group, 1999.
- Reddy, Marlita A., ed. *Statistical Abstract of the World*. 2d ed. Detroit, MI: Gale Research, 1996.
- Symynkywicz, Jeffrey B. *1989: The Year the World Changed*. Parsippany, NJ: Dillon Press, 1996.
- . *Germany: United Again*. Parsippany, NJ: Dillon Press, 1996.
- Turner, Barry, ed. *The Statesman's Yearbook, 2001: The Politics, Cultures and Economies of the World*. New York: St. Martin's Press, 2001.
- Warmenhoven, Henri, ed. *Western Europe*. 4th ed. Guilford, CN: Dushkin Publishing Group, 1995.

INTERNET SITES

- The home page of Deutsche Bank:
<http://group.deutsche-bank.de/ghp/index.htm>
- The “Tasks, Objectives and Programmes” page of Goethe-Institut Inter Nationes, which promote issues of foreign cultural policy for the Federal Republic of Germany:
<http://www.goethe.de/z/03/enziele.htm>
- The home page (in English) of the Federal Republic of Germany:
<http://eng.bundesregierung.de/frameset/index.jsp>
- The National Geographic Society’s Xpeditions page, with lesson plans for teachers, geographic activities for students, a world atlas, and an interactive learning museum:
<http://www.nationalgeographic.com/xpeditions/>

VIDEOS

The Berlin Airlift: The Most Dramatic Rescue Operation of the 20th Century. VHS videocassette, 1999. (Available from Teacher’s Video Company on-line at <<http://www.teachersvideo.com/>>), as well as from Amazon and Barnes & Noble.)

The Fall of the Berlin Wall, VHS videocassette, 1990. (Available from Social Studies School Service on-line at <<http://socialstudies.com/>>, as well as from Amazon.)